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A compilation of 90 abstracts describes research and experimental teaching using television and film methods in foreign language instruction. The studies cover (1) a comparison of televised instruction with face-to-face presentation, (2) a comparison of filmed or kinescoped courses with direct instruction, (3) other uses of television and film application for instruction, (4) the significance of student and teacher attitudes, and (5) the effects of production variables in television and films. Many of the documents are available through ERIC, and the appropriate prices and code numbers are given. (DS)

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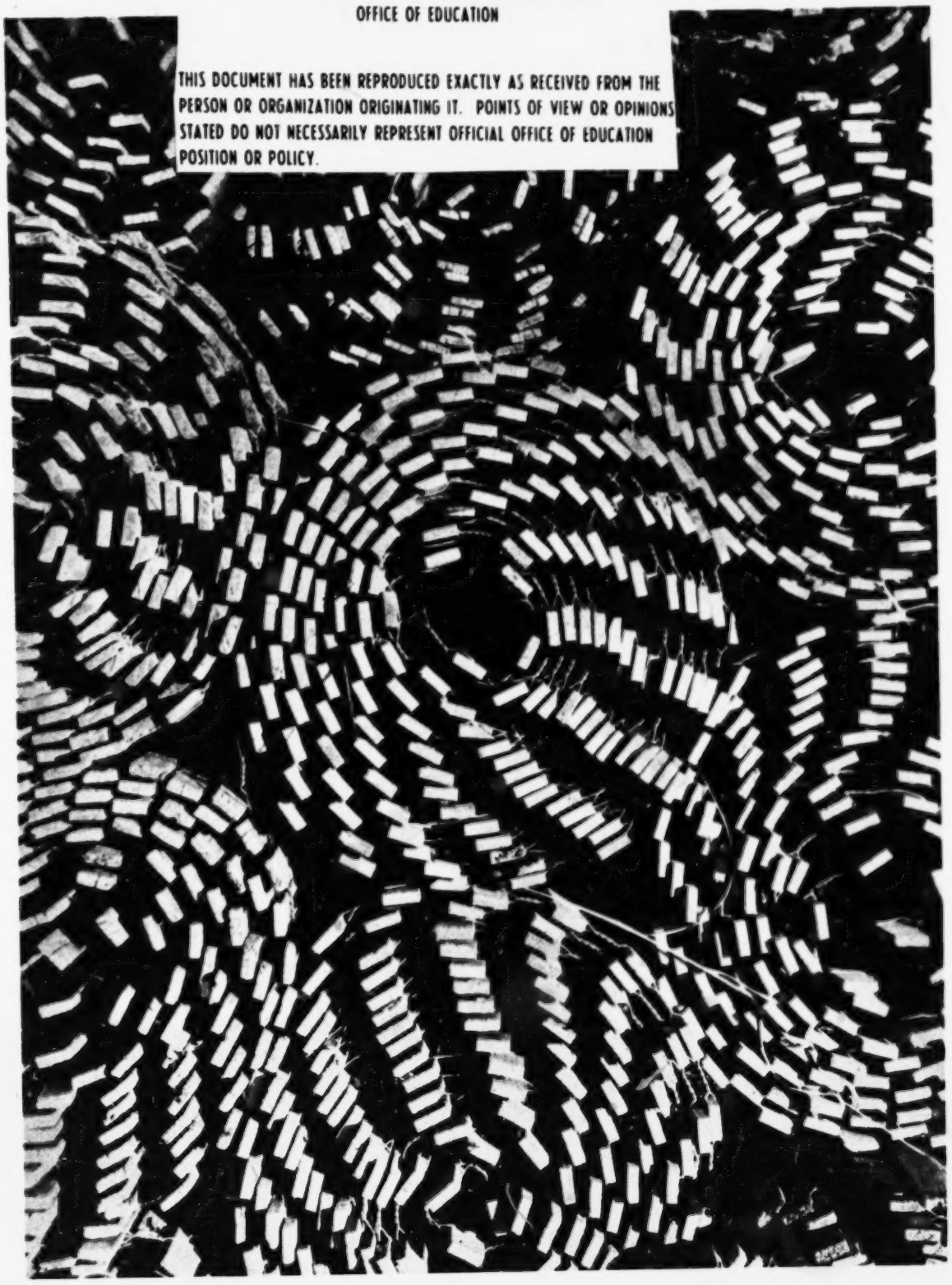

Research and Studies About the Use of Television and Film in Foreign Language Instruction: A Bibliography with Abstracts

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ERIC

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Cover photograph by Peter Beckett

PREFACE

The sharp increase in student enrollments at all levels during the period 1945-65 resulted in serious shortages of classroom space and competent teachers. As a possible solution to these problems both during that period and at the present, the use of instructional television and film in classrooms has been suggested. One of the fields which lends itself particularly to these types of instructional media is foreign language teaching.

There has been a considerable amount of research done since 1950 about the use of television and film in foreign language instruction by the Federal government through the United States Office of Education and other agencies, by private foundations, and by many universities, colleges, and public school systems. These studies have been concerned with comparing televised instruction with face-to-face presentation, comparing filmed or kinescoped courses with direct instruction, other uses of television and film application for instruction, the significance of student and teacher attitudes, and the effects of production variables in television and films.

Compiled in this report are abstracts describing books, articles, reports, conference papers, speeches, guides, project reports, and research studies dealing with the pedagogical and professional aspects of foreign language teaching with television and film. The emphasis is on those research studies, telecourses, and films which reinforce language learning. Travelogues and documentary films are considered only if they contribute culturally to the language instruction. The principal sources for the materials used in this compilation were documents available through ERIC (the Educational Resources Information Center sponsored by the U.S. Office of Education), a nationwide information system designed to serve and advance American education, and its monthly catalogue, Research in Education (RIE); Research in Instructional Television and Film, by J. Christopher Reid and Donald W. MacLennan, published by the U.S. Office of Education in 1967, a summary of studies covering major TV and film research and available on microfiche in two volumes, as ERIC documents, ED 003 805, and ED 003 806; Research on Language Teaching: An Annotated International Bibliography, 1954-1964 (Second Edition, Revised), by Howard Lee Nostrand, David William Foster, and Clay Benjamin Christensen (Seattle: Univ. of Washington Press, 1965); major foreign language bibliographies, such as those appearing in Review of Educational Research, published by the American Educational Research Association, Washington, D.C., and selections from leading language journals, bulletins, and guides.

Many of the documents listed are available through ERIC in microfiche or hard copy. In such instances the order (ED) number is given as well as the prices for microfiche (MF) and hard copy (HC).

MLA/ERIC plans to supplement this report periodically. Readers are invited to submit their suggestions as well as pertinent information on any television or film research projects or experiments now under way.

Dolly D. Svobodny
January 1969

1
Allen, William H. "Spanish and German by Television." Modern Language Journal 40(Mar 1956), 139-142.

This article presents the conclusions of an informal study made of the 121 registrants in the "Spanish for Travelers" course and 76 registrants in "Conversational German" course given by the University of Wisconsin Educational Television station as non-credit classes. The aims, methods, and results of teaching foreign language to adults by means of television are outlined.

2
Andrade, Manuel,et al. Measurement of Listening Comprehension via Television in Elementary School Spanish Instruction, Report Number 3: Research on the Context of Instructional Television. California: Stanford Univ. Inst. for Communic. Res. and Colorado: Denver Public Schools, 1961. 65p [MF-$0.50 HC-$2.60 ED 003 245]

The Denver Public Schools and Stanford University's Institute for Communication Research, in a joint research project, investigated an audiolingual method to teach first-year Spanish to fifth graders. Three pencil-and-paper, TV-administered tests, designed to measure listening comprehension skills, were developed during the 1960-61 school year. Validity, reliability, comprehensiveness, discrimination, and certain other principles suggested by language experts were carefully considered during the development. The lack of an outside criterion against which to compare obtained results made validity a problem. Careful definition of course objectives and a detailed content analysis showing the emphasis given each language element during TV instruction, however, provided construct validity. Extensive pre-testing and analysis of results of the actual TV administrations showed that the other criteria for test development and use were satisfied. Two general types of test items were used. The first had pictures on each pupil's answer sheet, and the pupil responded by matching a picture to a statement spoken by the television instructor. The second type required choosing one of two possible alternatives (true or false, 1 or 2) in response to a statement or statements spoken by the instructor. In each test the picture items were substantially better than the others in terms of discrimination, and the 1 or 2 alternative items were poorest.

3
Andrade, Manuel,et al. Measurement of Speaking Skills in Elementary Level Spanish Instruction, Report Number 9: Denver-Stanford Project on the Context of Instructional Television. California: Stanford Univ. Inst. for Communic. Res. and Colorado: Denver Public Schools, 1963. 29p [MF-$0.25 HC-$1.24 ED 018 153]

Since no tests of Spanish speaking ability at the elementary level were available when the project began (1960), it devised three carefully constructed items testing the separate aspects of the speaking skill—phonetic accuracy, structure, and ease and naturalness of expression. A random selection of fifth-grade pupils were tested individually and their responses

recorded on magnetic tape and evaluated separately by at least two persons. Test items were designed to be explicit, and to reflect the course content as closely as possible. Since no outside criteria were available, the booklet offers a detailed mathematical presentation of the statistical techniques applied to the complex problems of validity and reliability. A major revision, based on statistics compiled from the first test, and further developments of the test are described in detail. The tests have been found satisfactory both as criteria of pupil ability and in differentiating between teaching methods.

4
Asher, James J. Vision and Audition in Language Learning. California: San Jose State College, 1964. 50p [MF-$0.25 HC-$2.00 ED 003 609]

The primary purpose was to present data for the transfer of learning from one sensory modality to another, specifically the relationship between vision and audition. The parameter was a range of natural languages including Spanish, Japanese, Russian, Turkish, and Persian. The secondary purpose was to suggest some theoretical constructs which may account for the data, and the third purpose was to explore certain side issues such as pronunciation shock and the validity of predictors for paired-associate learning. The first concept, that of phonetic fit, postulates that positive transfer will be a function of the congruent match between the spoken and written language. The greater the congruency, the higher the probability of positive transfer between sensory channels. The second concept, the central mediation hypothesis, suggests that the direction and amount of transfer are functions of data processing not at the sensory receptor level, but at some centralized location in the brain.

5
Barcus, Delbert,et al. Development of Programed Learning Materials for Use with Televised Spanish Instruction, Report Number 4: Denver-Stanford Project on the Context of Instructional Television. California: Stanford Univ. Inst. for Communic. Res., 1961.

Although no comparison with conventional classroom procedures was conducted as of the writing of this report, results of the first third of the Denver-Stanford project indicated that students can learn the target language adequately via the TV method. The development of the first 672 frames is described.

6
Basseches, Maurice. New York City Foreign Language Programs for Secondary Schools. Brooklyn: N.Y.C. Bd. of Educ., 1966. 274p [MF-$1.25 HC-$10.96 ED 010 724]

A program of curriculum revision, initiated in 1962, has resulted in a curriculum guide which delineates the aims, techniques, content, and scope of Spanish instruction at each level of a five-level sequence in the secondary schools of New York City. A modified audiolingual approach is stressed

and specific techniques are suggested for the teaching of listening, speaking, reading, and writing skills, and for the presentation of culture related topics. Part two discusses textbooks and audiovisual resources, and devotes a section to the use of instructional television and films in foreign language teaching. A list of those materials suitable for class presentation and where they can be obtained is also included.

7
Beginning Russian, A Study of Audiences to a Televised College Course. Ottawa, Ontario: Canadian Broadcasting Corp., 1961. 45p [MF-$0.25 HC-$1.85 ED 014 233]

The average audience midway through a beginning Russian course was estimated to be about 4,000 based on projections from a sample survey of telephone homes in metropolitan Toronto, though the "loyal core" comprised only about 1,100. The results of mail questionnaires sent out to viewers are discussed. The data includes information as to student age, status, motivation, and knowledge of other languages. Reasons for lagging student interest and audience drop-off are explored.

8
Borglum, George P. "AV-Active French." National Education Association Journal 47(Nov 1958), 566-568.

Conducted at Wayne State University, Detroit, Mich., this study showed that students in French classes taught with the aid of color slides and synchronized tapes were considerably more proficient in their speaking ability at the end of the prescribed course than students in standard classes.

9
Borglum, George P. Modern Language Audio-Visual Research Project. Detroit, Mich.: Wayne State Univ., 1964. 220p [MF-$1.00 HC-$8.80 ED 003 499]

This study improved, extended, and evaluated instructional materials for the teaching of French. Previous efforts had explored potentials for audiovisual aids, had developed instructional materials for an integrated audiovisual language-teaching system, and had produced an illustrative film "Language Teaching in Context." The revised and newly developed materials represented various approaches to audiovisual instruction at the elementary and intermediate French levels. All materials were not required for use as a total program. Project materials included four large, separate packages: (1) a revised complete course for beginners in high school or college French consisting of a student book, approximately 1,270 color slides, over 19 hours of drill tapes recorded in France with a 186-page exercise text provided, and a 535-page teaching guide, (2) a new course on beginning French incorporating improved organization and structure, (3) a group of motion pictures on France and the French people which emphasized understanding and speaking at

intermediate and advanced-intermediate levels and included 10 color motion pictures, 10 filmstrips, 10 recorded commentaries, 10 recorded questionnaires, 10 1-hour drills, student book, and teachers guide, and (4) audiovisual filmstrip aids and materials for use with a literature text. In addition, two accessory productions were developed: (1) 30 hours of taped drills to supplement any beginning or intermediate book in French and (2) a 276-page book on the structure of French.

10
Borglum, George P., ed. Second Annual Consultation Modern Language Audio-Visual Project. Detroit, Mich.: Audio-Visual Materials Consultation Bureau, Wayne State Univ., 1957.

Television and film in foreign language teaching have proved to be effective in these experiments conducted at Wayne State University.

11
Brooks, Nelson. Motion Pictures in Teacher Education: Ideas and Applications in Language Instruction. 1966. 9p [MF-$0.25 HC-$0.44 ED 013 033]

Sound motion pictures, carefully developed and coordinated by language teachers using the information from such language-related disciplines as philosophy, literature, psychology, linguistics, and cultural anthropology, could be used effectively in both language instruction and teacher education. After an average academic three-year course in which the successive steps to mastering the language code (the sounds of language) had taken the learner to the point of recognized language competence, the sound film could complement instruction by establishing appropriate meaning to accompany the learning code without making it trivial or confusing it in the process. At that level, films might give the learner an opportunity to practice his acquired skills and might present the language to him in cultural context. In teacher training, either staged or "live" films that honestly documented classroom procedures or events might contribute real insight to language teaching techniques and problems and be ideal instructional vehicles. This speech was delivered at Teachers College, Columbia University, June 14, 1966.

12
Buffington, Albert. "Teaching Beginning German by Closed-Circuit Television." German Quarterly 33(Mar 1960), 147-152.

Six semesters of experimentation with German I classes taught partially or entirely by television at Pennsylvania State University are reported as an unqualified success. Student progress in TV classes is shown to be superior to that of non-TV classes in comparative test scores. Various advantages of the TV method are discussed. Results of student attitudinal questionnaires are included.

13
Bundy, Edward Wayne. An Experimental Study of the Relative Effectiveness of Television Presentation Techniques and Conventional Classroom Procedures in Promoting Initial Comprehension of Basic Verb Form Concepts in Elementary Spanish. Michigan: Univ. of Detroit, 1959. Doctoral Dissertation. Univ. of Michigan, Ann Arbor, 1960. Also, Speech Monographs 28(1961), 92-93, and The Impact of Educational Television. Wilbur Schramm, ed. Urbana: Univ. of Illinois Press, 1960, 123-142.

Elementary Spanish was taught to 38 students at the University of Detroit to test the efficacy of television and face-to-face presentation. The same instructor taught both groups, and statistical comparisons were made with three different tests. Of 24 comparisons made, 23 followed a consistent trend favoring television presentation techniques over conventional classroom procedures.

14
Bundy, Edward Wayne. "Television and Learning of Spanish Verbs." The Impact of Educational Television. Urbana: Univ. of Illinois Press, 1960, 123-142.

This experiment was designed to compare the relative effectiveness of television presentation with traditional classroom instruction. Achievement of the television groups generally was observed to be higher than that of the non-television groups.

15
Burroughs, Elaine L. Experiments with the Applications of the Audio-Visual and Automatic Devices to the Teaching of French. Final Report. Virginia: Hollins Coll., 1961. 4p [MF-$0.25 HC-$0.24 ED 016 429]

The development of a programed French phonetics course for second year students is described briefly. The course emphasizes active student participation, immediate reinforcement, and progressive frames, and consists of a printed textbook and a tape. The student checks his oral responses with the tape, and his written responses with the programed text. The course has been used successfully as an accompaniment to a first course and as a review of sounds for students with one or two years of French. It is also suggested for use in an independent first course in French phonetics for majors, or to train FLES teachers.

16
Chu, Godwin C., and Wilbur Schramm. Learning from Television: What the Research Says. California: Stanford Univ. Inst. for Communic. Res., 1968. 213p

A summary prepared at the Stanford ERIC Clearinghouse on Educational Media and Technology covers the whole area of instructional television, compares the media to conventional teaching, and reviews the major research projects in televised instruction. There is a section comparing television to other media such as films, language laboratories, and radio, and a general

bibliography. Since the experiments and the suggestions for TV use presented here are useful to any instructor contemplating the incorporation of video into the classroom, it contains material of interest to the foreign language teacher. Specific target language studies are mentioned to illustrate the general validity of TV use. Most of these particular programs, such as the Hayden-Johnson Inner-Stanford Project on Instructional Television, are covered in this bibliography under individual abstracts.

17
Cheek, Marianne C. National Survey on ITV Practices, Policies, and Evaluations in the Use of this Medium for Foreign Language Education. Montpelier: Vermont State Dept. of Educ., 1968. 41p [MF-$0.25 HC-$2.40 CD ED] [ED 023 826]

A 1967-68 survey of state supervisors of foreign languages was designed to learn about current practices and policies in the use of educational television in the United States. In addition to citing the general evaluations and recommendations of the 28 respondents, the report contains information about specific "live" or commercially produced series in French or Spanish and research projects and reports available on educational television in elementary and secondary school language programs. Also included are suggestions for making television a more effective professional tool.

18
Coleman, Ann C. "A Clinical Report of the Use of Motion Pictures in Foreign Language Teaching." Hispania 51(May 1968), 231-234.

This is a brief description of the use of foreign language films as language learning and cultural information devices in Spanish classes at Northeastern Illinois State College. Classroom procedure (including testing) surrounding the film presentation is outlined for a level three class and for more advanced classes. Useful features of films from both the International Film Bureau and the McGraw-Hill Series are pointed out.

19
Estarellas, Juan. AVIRS and Technological Instruction--Experiences with the New Educational Revolution. Boca Raton: Florida Atlantic Univ., 1968. 20p [MF-$0.25 HC-$0.80 CD ED] [ED 023 344]

The Audio-Visual or Video Information Retrieval System (AVIRS) has been viewed as a source of information and as an aid to students rather than as an application of behavioral technology to the systematic production of specified behaviors for instructional purposes. To avoid the needless expenditure of vast sums of money, institutions interested in technological instruction centers should place qualified, experienced individuals in key administrative positions. The first aspect to be converted should be the basic instructional unit of the institution--the department. The Department of Languages and Linguistics of Florida Atlantic University utilizes an

information retrieval system in teaching terminal behavior at the first levels of language instruction. With information-stimulus and response-reinforcement programing frames, the program aspires to shape verbal behavior in a series of controlled student activities with continued confirmation and correction. By this method, the student selects his learning schedule and pace in a program developed exclusively for his needs by extensive research and experimentation. This technique demands a great deal from the entire teaching profession. With the development of computers and computer-assisted instruction, production of appropriate materials, and training of qualified teachers, AVIRS can become an effective teaching system in a second educational revolution.

20
Estarellas, Juan. Programmed TV Instruction in a Foreign Language. Wash., D.C.: National Assn. of Educational Broadcasters, 1966. 17p [MF-$0.25 HC-$0.68 ED 010 730]

Past efforts to use programed instruction in foreign languages have produced varying results. Television, as a possible self-instructional machine, has been neglected in these efforts, even though it offers unlimited possibilities for both the programer and the student. Critics of TV say that programing is difficult and expensive, though this was found to be untrue in the language laboratory at Florida Atlantic University. In an effort to learn more about self-instruction in foreign languages, staff members of the Departments of Languages and Linguistics and of Learning Resources prepared a programed TV series in Spanish. An Ampex VR 1500 videotape recorder was used to record the program, which consisted of 6,000 frames and some live performance. The problem of self-pacing was solved by equipping each student booth in the lab so that a student could select, start, stop, review, or accelerate according to his own requirements. The program is being used with experimental groups and will be evaluated during the coming year.

21
Estarellas, Juan, and Timothy F. Regan, Jr. Tomorrow's Language Lab Today. Boca Raton: Florida Atlantic Univ., Florida Foreign Language Reporter (Winter 1965-66). [MF-$0.25 HC-$0.20 ED 010 731]

Language laboratories have changed from simple installations, equipped with record players or tape recorders, to complex installations with facilities for self-instruction, dial selection of audio programs, remote storage of tapes, and even reception of TV. Language laboratories of the future must have the capability of being operated efficiently on a partial or total self-instructional basis and must be flexible enough to permit the use of a variety of teaching techniques and materials. The audio-video laboratory meets these requirements. A lab of this type was installed at Florida Atlantic University after self-instructional and audio-video materials had been developed by staff members and electronic studies had been made by the engineering staff of Continous Progress Education. It is equipped with 40 positions with facilities for dial selection of any of 100 audio programs from a remote library. Ten booths can be used independently of the console

to record audio programs and responses on remotely located tape recorders. Ten positions are equipped for video reception. It is expected that this lab will provide teaching machine capabilities for the language program at Florida Atlantic University. Plans for future expansion of the lab include installation of dial facilities in dormitories and library, and adaptation to a computer system.

22
An Experimental Study of Television as a Medium of French Instruction. Ontario: Toronto Bd. of Educ., 1962. 67p [MF-$0.50 HC-$2.76 ED 014 242]

A five-month experiment in Toronto compared television as a medium of instruction in French for grades 7 and 8 with the same material presented by book and tape recordings. Analyses were made of the make-up of each group, student interests and future plans, and the length and frequency of instructional periods. While the students taught with book and tape recordings surpassed the others on both the oral proficiency and the comprehension tests, especially if they received fewer but longer sessions, motivation proved superior to all interrelated factors. The report of the experiment describes the purposes, methods, and results of the study, and contains tables to support the findings, a copy of a questionnaire to students, and instructions and scoring sheets for the oral examination and the two comprehension tests.

23
Fleming, Gerald. "Language Teaching with Cartoons." Film User (June 1964). [MF-$0.25 HC-$0.24 ED 013 015]

Short, well-made cartoons, carefully matched to oral and written texts, command the language student's attention because of their novelty and multisensory appeal. They are also ideal vehicles for the dynamic presentation of everyday situations which can serve as settings for normal speech patterns. These four-minute cartoons lend themselves to a variety of approaches such as viewing the film with or without the sound and discussing the film with or without presenting the dialogue. If the techniques used are educationally sound, the student should acquire the basic language skills and gain an appreciation of the culture and civilization of the country whose language he is studying.

24
Forsdale, Louis, and Gerald Dykstra. "An Experimental Method of Teaching Foreign Languages by Means of 8mm Sound Films in Cartridge-Loading Projectors." Language Learning 13(1963), 5-10.

The equipment used in this method consists of sound films which afford the student the opportunity of conversing with characters who appear in specially designed films.

25
"French for Beginners" (Radiovision): An Audio-Visual Language Course for the First Year of the Secondary School. United Kingdom: School Broadcasting Council. 1965. 24p [MF-$0.25 HC-$0.96 ED 013 027]

A basically audiolingual beginning French course was broadcast by the BBC and taped by teachers who used it in conjunction with filmstrips to supplement a regular language course. This method, called Radiovision, is described in detail in terms of its overall operation, the kinds of material included, and the various methods and techniques used by the teacher in presenting the materials. Such aspects of this course as time schedules, classroom arrangements, equipment, and tape recordings are also described and evaluated. Interspersed throughout the bulletin are comments about the program from teachers and observations made by the School Broadcasting Council.

26
Garry, Ralph, and Edna Mauriello. Modern Language Project of the Massachusetts Council for Public Schools, Teachers Training Division, Summary of Research on "Parlons Français," Year Two. Massachusetts: Boston Univ., 1962. 45p [MF-$0.25 HC-$1.80 ED 003 566]

The effects of several independent teacher variables in an instructional approach used in conjunction with a televised, 2-year French curriculum were investigated. The variables were two variations each of teacher training, classroom practice, and teacher fluency in French: (1) teacher training by half-hour television programs versus training by half-hour tape recordings, (2) practice prepared and directed by teachers versus practice via specially prepared tape recordings, and (3) the use of teachers judged fluent versus those judged to be nonfluent on the basis of specially constructed oral tests. Effects of these variations on the achievement of 45 second-year French classes of fifth-grade children were measured at the end of one year of instruction. Listening comprehension provided the major base for measurements. The two forms of teacher training provided little difference in pupil gain. This study followed an earlier one conducted during the previous year with the same students when they were enrolled in first-year French. Over the 2-year period, significant differences were observed in favor of fluent and moderately fluent teachers when classroom work was continued both years by these teachers.

27
Gordon, Oakley J.,et al. Challenging the Superior Student by Making the Study of Russian Available in the Elementary School Curriculum via Television. Salt Lake City: Univ. of Utah, 1963. 74p [MF-$0.50 HC-$2.96 ED 003 496]

Over a 3-year period, this study investigated many facets of the achievement, behavior, and interests of groups of students who began the extracurricular study of the Russian language in the fourth and fifth grades. In addition, several control groups were studied to allow

comparisons of the effects of this language program. It was concluded that, regardless of IQ or whether the language was taught via TV or with a live instructor, the students taking Russian appeared to have profited from the experience. Not only did they gain considerable knowledge of Russian but they also appeared to have improved in their regular classroom work and behavior as a result of the experience. Regular classroom work of the "average" students taking Russian was performed as well as, or better than, the control group of "superior" students who were not taking the language. Other results are reported in terms of seven hypotheses tested.

28
Gottschalk, Gunther H. "Closed-Circuit Television in Second Semester College German." Modern Language Journal 49(Feb 1965). [MF-$0.25 HC-$0.36 ED 017 225]

In 1964, the University of California, Santa Barbara, conducted an experiment replacing 50 percent of student-teacher contact with prerecorded television lectures for two of six sections of German. Elements normally presented by lectures were isolated from current course materials for television presentation. It was believed that the quality of instruction increased considerably, and the somewhat negative student reaction obtained by a questionnaire given before the course shifted to a favorable one as the students realized they were learning more than in a regular course. The television groups covered more material, and outperformed the regular groups in listening and reading comprehension and in translation from English to German.

29
Gradisnik, Anthony J. "Television Can Be Effective in the FLES Program . . . If." Hispania 49(1966), 485-489.

Factors important to the success of televised FLES programs are identified and discussed. These include: cooperation of secondary school teachers, training methods for the classroom teacher, team teaching, a procedure for the classroom teacher, teaching techniques, choosing a televised FLES program, and FLES in the elementary school curriculum.

30
Gradisnik, Anthony J. A Trial Program in Spanish for the Fifth and Sixth Grades Using Television. Wisconsin: Milwaukee Public Schools, 1962.

Conclusions drawn from this experiment were based on standardized aural-oral testing of student skills and evaluative questionnaires filled out by teachers and principals. Test scores showed that students were able to learn the language as well via television as in the standardized classroom. The TV class showed earlier identification with and interest in the target language. Teacher and principal reactions were also favorable.

31
Grosslight, J.H., and Charles J. McIntyre. Exploratory Studies in the Use of Pictures and Sound for Teaching Foreign Language Vocabulary. University Park: Pennsylvania State Univ., 1955. 59p [MF-$0.50 HC-$2.44 ED 002 519]

Five film versions were used in a study to determine the effects of a number of variables basic to the learning of foreign language vocabulary. Subjects for the experiment were two groups of students from an introductory psychology course, and the selected target language was Russian. Film versions included: (1) title words only, (2) still pictures, (3) silent motion pictures, (4) sound motion pictures, and (5) sound motion pictures with student participation. They were presented to the classes in a variety of ways with the following results: pictures of an object or act were a learning aid, and learning was not affected by whether the pictures were moving or still; pronunciation of the words by the narrator or learner inhibited learning to write them; women appeared superior to men in learning foreign vocabulary; films were a convenient method for repetitive presentation of new words; and serial order of presentation resulted in greater learning than random presentation, but when the stimulus words were reproduced in a different order, random presentation resulted in less forgetting. A technical appendix is included.

32
Hall, Joe. Educational Television Project, Third Year, 1959-60. Miami, Florida: Dade County (Greater Miami) Public Schools, July 1960.

The teaching of Spanish is included in this sampling of 30,000 elementary and secondary school students to compare instructional television and face-to-face teaching. The analysis of achievement tests when final test scores were adjusted relative to pre-test performance indicates that there is no significant difference in results in the elementary schools or between the television method of instruction and face-to-face instruction in the secondary schools. Adjusted raw score differences favor face-to-face teaching in the elementary schools and are almost equally divided between TV and face-to-face taught groups in the secondary schools, but the differences were not statistically significant. The author concludes that there is no loss in achievement of pupils through instruction by large-group televised instruction.

33
Hanzeli, Victor E., and A.E. Creore. A Comparative Evaluation of Two Modern Methods for Teaching a Spoken Language. Seattle: Washington Univ., 1960. 81p [MF-$0.50 HC-$3.24 ED 003 500]

An experimental college course was developed to test the efficacy of two modern approaches of teaching French. The experimental classes used a text which incorporated the use of audiovisual techniques for more complete conversational mastery. The classes were given supplementary materials and pre- and post-tested on (1) comprehension, (2) speaking, (3) reading, and (4) writing during 3 experimental quarters. For testing purposes, a 5-

percent level of significance was considered a significant level of quantitative difference. Experimental students achieved pronunciation far superior to that of the control students. Superior motivational value of the audiovisual approach is revealed by continuance figures and number of students electing French as a major. In reading and writing, however, the experimental group scored lower than both the control group and the national average. While the test battery was not completely satisfactory, the study suggested that the experimental text be revised to also include an audiovisual approach to the reading and writing of a foreign language so as to accomplish a more uniform performance.

34
Harvey, Howard G. "From Language Laboratory to Television Studio." Modern Language Journal 38(Oct 1954), 282-289.

The author describes his experiences in adapting the whole language laboratory exercise to the art of television with all its advantages and disadvantages. This particular TV program consisted of a 13-week series of broadcasts entitled "French for Travel," and each script contained basic dialogues, a comic skit and a continuity of introductions, comments and instructions. Details are included on the extent and nature of public interest in such TV-foreign language instruction.

35
Hayman, John L., Jr. "A Comparison of Three Presentation Methods in Educational Television." Dissertation Abstracts 22(1962), 3678-79

First year Spanish (aural-oral only) was taught to 608 fifth-grade pupils from 24 Denver public schools to determine the effectiveness of learning Spanish on instructional television by direct lecture, lecture plus student response, and lecture with a pupil panel plus student response. Two 15-minute telecasts were videotaped for each of the three presentation methods. In the direct lecture method, the teacher taught directly to the camera. In the lecture plus student response method, the teacher asked students to respond. In the third method the ITV teacher talked with and got a verbal response from some pupils in the studio, and classroom pupils were also asked to respond. All pupils received a 20-item (split-half r=.84) listening comprehension instrument administered on television. Eight of the items were specifically practiced during the lecture; 12 were not. A negatively skewed distribution necessitated using a transformation technique to obtain a normal curve (McCall's T scaling). IQ, grade average, and California Achievement scores in reading vocabulary and English mechanics were used as control variables. Students receiving the pupils-in-studio-and-recitation method had significantly (.057 level) higher scores than those in the second method. Group rank differences were significantly larger between groups receiving the second and third methods (.01 level) and tended to be larger (.12 level) between groups receiving the first and second methods. Scores on rehearsed items were significantly higher than on unrehearsed items for groups in all three presentations. There were no significant interactions.

36
Hayman, John L., Jr. The Denver-Stanford Project—Increasing ITV's Effectiveness Through Contextual Activities. Columbia: Univ. of Missouri, Conference on The Improvement of Teaching by Television and Radio, March 1964.

A combination of television instruction, face-to-face and programed instruction, electronic aids (tape recorders) and home practice was used in Spanish language teaching for 30,000 fifth-and sixth-grade pupils in 90 Denver schools to test the effectiveness of ITV in different types of classroom and home activities. Teacher interest and motivation, and pupils' learning were among the key variables involved in three years of research.

Fifth-grade pupils watched 15-minute ITV lessons three times a week, and sixth-grade pupils watched 15-minute ITV lessons twice a week. All pupils had a 15-minute face-to-face follow-up after each ITV lesson. Sixth graders had an additional 30 minutes of face-to-face instruction (not preceded by ITV) each week. Fifth-grade instruction involved only listening and speaking; this audio-lingual instruction continued for the sixth grade, and reading and writing were introduced.

Following are some of the major conclusions of the study. A second viewing was valuable when the pupils had no additional instruction; when other instruction was provided, the second viewing was less effective. Classroom practice consisting of structure, dialogue, and narrative drills proved most effective. Electronic aids, especially those with feedback, were most effective, notably when teachers had moderate experience and preparation. Reading and writing should start at least by the beginning of the second year of instruction. Supplemental activities which provided more variety produced more learning. A well-trained and motivated classroom teacher was the most effective single learning aid. Where teacher interest was high, pupil performance was directly related to teacher preparation and experience. Where teacher interest was low, pupil performance was inversely related to teacher preparation and experience. If not begun too early, programed instruction was as effective as face-to-face teaching; a combination of programed instruction and face-to-face instruction was still more effective. Children whose parents participated in the program learned more Spanish than those whose parents did not participate. There was a low correlation between amount of practive at home and pupil performance. There was a higher correlation between performance and the number of weeks participation continued.

37
Hayman, John L., Jr. "Viewer Location and Learning in Instructional Television." Audio-Visual Communication Review 11(1963), 27-31.

Pronunciation, learning, and location in the viewing room were the key variables in this project, which involved a class in Spanish of 577 fourth-grade pupils from 24 Denver schools. All pupils saw three 15-minute ITV lessons and took a 35-item listening comprehension test after the third lesson. The average biserial correlation of items with the total score was .40 and split-half r=.72. The second test was a speaking test involving repeating words heard and oral identification of art[illegible]es in Spanish. Seventy

pupils took the second test.

Analyses of covariance were run controlling on IQ, grade point average, and Stanford Achievement Test paragraph meaning scores. There were no significant differences on the test of listening comprehension among scores of pupils sitting in the center portion, the far back portion, or the sides of the viewing room. On the speaking test, pupils in the center and in the back made significantly higher scores (.05 level) than pupils on the sides. Those on the sides were at an angle of more than 40 degrees from the center of the TV screen.

38
Hayman, John L., Jr., and James T. Johnson, Jr. Audio-Lingual Results in the Second Year of Research—1961-62, Report Number 8: Denver-Stanford Project on the Context of Instructional Television. California: Stanford Univ. Inst. for Communic. Res. and Colorado: Denver Public Schools, 1963. 37p [MF-$0.25 HC-$1.56 ED 018 169]

This report, by means of numerous statistical tables analyzing the results of speaking and listening comprehension tests, explores the relative effectiveness of various instructional techniques used to supplement the basic televised instruction for fifth- and sixth-grade Spanish pupils, and the interaction existing among various combinations of techniques. For fifth-grade pupils, the basic 15 minutes each of televised instruction and eclectic classroom practice were supplemented in three research groups respectively by (1) electronic aids, (2) a second viewing at home, and (3) both methods. By far the strongest factor influencing the effectiveness of each method was the prior training and experience of the classroom teacher. Sixth-grade results yielded the following conclusions: (1) the effectiveness of electronic aids depended on the teacher's experience, (2) for reading and writing, teacher direction proved far superior to automated instruction, and also increased the value of electronic aids, (3) reading and writing the whole year is definitely superior to reading and writing the second semester only.

39
Hayman, John L., Jr., and James T. Johnson, Jr. "Exact vs. Varied Repetition in Educational Television." Audio-Visual Communication Review 11(1963), 96-103.

Whether or not a second viewing of television influences learning was studied in this phase of the Denver-Stanford project. More than 6,000 Spanish language pupils from 192 Denver schools participated. The key variables were number of viewings per lesson, kinds and mode of repetition, learning, speaking, and teacher training. In the first semester, all pupils were divided into three groups. All received Spanish by television. The second group received in addition a 15-minute teacher-directed follow-up. The third group did not have the follow-up but saw the program again that evening. In the second semester, the ITV-only group's treatment changed so that they got both the follow-up and the second viewing. The second viewing constituted the exact repetition and the teacher-directed follow-up constituted the varied repetition condition.

Listening comprehension scores of first semester pupils in the teacher-directed follow-up group were significantly higher than those pupils seeing each program twice, which in turn were significantly higher than those of pupils in the non-repetition group (.001 level). Listening comprehension scores of second semester pupils in the teacher-directed group were significantly higher than those of pupils seeing each program twice, (.01 level), but there were no significant differences between the teacher-directed group and the second viewing plus teacher-directed group. A similar experiment was run the following year, in which pupils were assigned either to an ITV plus teacher-directed follow-up or to an ITV plus teacher-directed follow-up evening viewing treatment. The evening viewing group achieved significantly higher scores (.02 level) on the oral test than the comparable group without evening viewing. Exact repetition was most effective (as determined by listening comprehension test scores) for teachers with low training and was least effective for teachers with greater training.

40
Hayman, John L., Jr., and James T. Johnson, Jr. A Further Search for Elements of Tomorrow's Classroom, Report Number 12: Denver-Stanford Project on the Context of Instructional Television. California: Stanford Univ. Inst. for Communic. Res. and Colorado: Denver Public Schools, 1964. 38p [MF-$0.25 HC-$1.60 ED 018 167]

This final phase of the project was an attempt to reach beyond the formal experimental design to answer a number of pedagogical questions not easily explored within its limitations. Seven teachers were given free rein to supplement the instructional methods already in use for sixth-grade Spanish pupils. These "Tomorrow's Classroom" (TC) teachers proved most imaginative and productive, and demonstrated the value of the classroom teacher more dramatically than did any other phase of the project. The variety of instructional techniques and materials devised by each, and their teaching backgrounds, are presented in careful detail in the main section of this report. Test results (a statistical analysis is given) show the value of this type of instruction—the TC pupils outperformed the regular groups in reading and writing by a factor of 25 percent. The project yielded detailed recommendations about (1) the need for variety in audiolingual and reading-writing instruction, for an elimination of an artificial separation of the two, and (2) the value of tape recorders, programed instruction, inter-pupil communication, and cultural study.

41
Hayman, John L., Jr., and James T. Johnson, Jr. A New Opportunity for Parent Participation in Education, Report Number 1: Research on the Context of Instructional Television. California: Stanford Univ. Inst. for Communic. Res. and Colorado: Denver Public Schools, 1961. 27p [MF-$0.25 HC-$1.08 ED 003 244]

A number of studies relating to ways in which instructional television can best fit into the the total teaching situation have been conducted jointly by the Denver Public Schools and Stanford University's Institute for Communica-

tion Research. An attempt was made in this study to learn whether direct parent participation in educational television lessons can increase their children's learning. The activities on the part of the parents were: (1) to watch a 15-minute televised Spanish lesson in the evening with their child (the child had also seen the program in class), (2) to follow a special instruction guide involving the use of a phonograph record, and (3) to prepare a data sheet indicating programs watched and amount of time spent practicing with their child. The PTA coordinated the work with parents. The parents who volunteered to become involved in the project were not typical of the total parent population in Denver. They tended to be in higher status occupational groups, and their children's academic characteristics were relatively high. The results of a 50-question achievement test, after adjustment for differences in learning potential, demonstrated that parent help significantly increased learning. Recommendations were that this new opportunity for direct parent participation in education be extensively investigated.

42
Hayman, John L., Jr., and James T. Johnson, Jr. Research in Retrospect: Administrative Memoranda of the Denver-Stanford Research Project. California: Stanford Univ. Inst. for Communic. Res. and Colorado: Denver Public Schools, 1964. 105p [MF-$0.50 HC-$4.20 ED 003 247]

Memoranda are provided on the administrative aspects of the joint project of the Denver Public Schools and Stanford University, titled "Four Years of Research on the Context of Instructional Television." The purpose of this project was to learn how instructional television could best fit into the total teaching situation, not to determine the effectiveness of educational TV. The teaching field selected for experimentation was elementary school Spanish for fifth and sixth graders. A final report presented the general findings of the overall project. The present report was prepared not to duplicate and summarize the final document but to provide school administrators and other responsible groups with a comprehensive text on: (1) how the project was planned and instituted, (2) how it actually operated, (3) what problems were encountered and how they were overcome, (4) what effect it had on the teaching corps, principals, and parents, and (5) what the long-term implications are. Administrative procedures are thus reported that would not normally be included elsewhere. The "Why" and "With What Results" are covered extensively in more technical reports which can be obtained from either the U.S. Office of Education or the Institute for Communication Research at Stanford University.

43
Hayman, John L., Jr., and James T. Johnson, Jr. Third-Year Results in the Denver-Stanford Project, Report Number 3: Research on the Context of Instructional Television. California: Stanford Univ. Inst. for Communic. Res. and Colorado: Denver Public Schools, 1964. 72p [MF-$0.50 HC-$2.88 ED 003 246]

The Denver Public Schools and Stanford University's Institute for Communication Research, in a joint research project, investigated an audio-

lingual method to teach Spanish to fifth and sixth graders. Results at the fifth-grade level suggested that electronics aids, especially those with feedback (that is, where the child records and listens to his own voice), are a desirable addition to the classroom Spanish program. An exception to this occurs, for reasons so far unexplained, among children from homes where Spanish is spoken natively. These children are very few in number, however, so that the electronic aids appear potentially helpful to the great majority of fifth-grade pupils. The sixth-grade results confirmed a previously stated hypothesis that a combination of automated and teacher-directed reading and writing instruction would be superior to either method alone. The combination produced significantly superior results on both listening comprehension and reading and writing tests. Speaking test results showed the combination slightly less favorable, apparently because of less face-to-face contact between pupil and teacher when automated instruction is used. It appears, however, that this deficiency can be overcome through use of electronic aids outside of the regular Spanish instruction period.

44
Hayman, John L., Jr.,et al. Causative Factors and Learning Related to Parent Participation Report Number 13: Denver-Stanford Project on the Context of Instructional Television. California: Stanford Univ. Inst. for Communic. Res. and Colorado: Denver Public Schools, 1964. 60p [MF-$0.50 HC-$2.48 ED 018 168]

During the first three years of the project, parents of fifth-grade Spanish students were invited to participate by viewing the televised instruction with the child, practicing Spanish with him at home, and using the parent guidebook and phonograph record provided for the course. The superior performance of children of parent participants on listening comprehension tests clearly indicated that in this way parents can enhance their children's learning, but a precise understanding of the factors involved was lacking. Accordingly, a questionnaire administered in face-to-face interviews with 200 parent participants obtained information on the extent of involvement in each of the activities, attitudes toward the program and its effect on family relationships, and demographic data. Numerous tables presented here explore the significance and interrelationships existing among all these factors, and yield the following general conclusions: (1) parent participation improved students' performance even when isolated from background factors, and produced a general motivational increase which affected their total school performance, (2) it tended to increase family unity, (3) parents' education and previous training in Spanish were the most important factors affecting participation.

45
Himmler, Merwin Lewis. "An Analysis and Evaluation of a Television Demonstration of the Teaching of Fifth-Grade Reading, Arithmetic, and French." Dissertation Abstracts 17(1957), 2467.

Some 1,231 fifth-grade pupils in 29 classes from the Pittsburgh area were involved in this experiment projected toward studying pupils' learning from and teachers' attitudes toward television. Twenty classes daily received 25-minute ETV lessons in arithmetic and reading, and 20-minute ETV lessons in French. After the televised portion, the reading classes had 25 minutes of face-to-face instruction, the arithmetic classes had 15, and the French classes had 10 minutes of face-to-face instruction. Pupils also took an intelligence test near the beginning and a teacher-made French test at the end of the term. Achievement was compared by matching pairs. From 433 ETV pupils and 466 non-ETV pupils, 362 matched pairs were selected for reading, 349 were selected for arithmetic, 139 pairs for language skills, and 161 pairs for work-study skills comparisons. There were no significant differences in scores of pupils in the ETV and non-ETV groups on the standardized tests. It was concluded that pupil interest will likely be high if the lessons have variety, if they are appropriately paced, and if they allow for student participation. Many teachers emphasized the importance of the supplementary sessions following the ETV lessons, and were not favorable to having regular ETV lessons. Reading was considered more suitable than French or arithmetic for ETV teaching.

46
Hocking, Elton. "The Power of Belief." Modern Language Journal 36(May 1952), 229-241.

The value of the opaque projectors and speakerphones for use in the language laboratory are among the topics included in this report of the language laboratory research at Purdue University in Indiana.

47
Harvey, Frank D. Television in the Service of ELES Teacher Training--The ISU Foreign Language Project. 1963. 7p [MF-$0.25 HC-$0.28 SD ED 011 571]

At Illinois State University, senior elementary education students served as resource person trainees (RPTs) in a project designed to prepare them to become either full time teachers of foreign languages in the elementary schools (FLES) or regular elementary teachers who could be able to assist in FLES instruction which is presented through audiovisual media. The RPTs, who had a minimum of 12 hours of Spanish and a methods course, were assigned as drill leaders to 3rd, 4th, and 5th grade classes in which instruction in Spanish was given by television (experimental group). Their duties included conducting a 5-minute drill session after each 15-minute television lesson, making sure that all pupils participated in the television lesson, and serving as liaison persons between the pupils and the television. The achievement of the Spanish classes was compared with that of French classes taught by a specialist in the FLES program already operating in the school (control group). Though final results are not yet available, there are encouraging reports regarding the achievement of the experimental group in pronunciation, comprehension, structure, and attitude toward foreign language study. This was a paper presented at the Annual MLA Conference December 28, 1963.

48
Johnson, Charles E.,et al. The Development and Evaluation of Methods and Materials to Facilitate Foreign Language Instruction in Elementary Schools. Urbana: Univ. of Illinois, 1963. 276p [MF-$1.25 HC-$11.04 ED 003 596]

A comparison was made of two different methods of Spanish instruction. A total of 93 fourth graders were originally involved in the 3-year study. Upon completion of the program, 32 subjects remained in the control group and 34 were in the experimental group. The experimental group received instruction by television and tape recordings under the guidance of non-specialized teachers. The control group received instruction from specialist teachers of Spanish. The audiolingual approach was used with all groups. Achievement evaluation involved use of pictorial tests, tape recordings, and interviews. The author concluded that general elementary school teachers with no special training in foreign languages can successfully teach foreign language with proper television and tape recorded materials.

49
Johnson, Grace Nichols, and Frances Harty. The Norfolk City Experiment in Instructional Television. The Big Picture, September 1957-June 1960. Virginia: Norfolk City Public Schools, Educational Television Project, 1960.

Students in four elementary, two junior high, and three senior high schools received instruction in five subjects for three years of experimentation. Matched groups of students in the same schools were taught the same subjects by face-to-face methods of instruction. A fifth-grade Spanish class of 973 students was included in the study involving over 10,266 students. Children in larger than normal size classes learned as much from televised instruction as those in conventional sized classrooms. Based on the number of comparisons made, the authors concluded that students tended to learn as much from television teaching as from face-to-face teaching.

50
Kale, Shrikrishna Vasudeo. Learning and Retention of English-Russian Vocabulary Under Different Conditions of Motion Picture Presentation. University Park: Pennsylvania State Univ., 1953.

This report contains Kale's original study and an additional study slightly modified and refined. Russian-English nouns and verbs were taught to 409 college students using words alone, words with still pictures, with silent motion pictures, with sound motion pictures and sound motion pictures with learner participation. Still pictures were more effective than words alone and sound pictures were more effective than still pictures. However, there were no differences between sound pictures, and sound pictures and learner participation.

51
Keller, Robert J. The Effectiveness of Closed-Circuit Television in Teacher Education. Minneapolis: Univ. of Minnesota, 1962.

The merits of closed-circuit television with kinescopes and direct observation are contrasted in this report with specific reference to their use as a means of presenting classroom demonstrations by student teachers. Their suitability for the modern language class is discussed.

52
Kern, Edith. "Language Learning and Television." Modern Language Journal 43(Oct 1959), 264-265.

The positive values of television as an instructional device are pointed out. It is suggested that the qualities that make television a useful tool as an advertising medium might be transferred to the field of foreign language. The particular areas where television might be employed are briefly discussed, but the author feels that the in-class teacher can never be totally replaced.

53
Kobler, John F. A Bibliography of Spoken Latin. 1966. 9p [MF-$0.25 HC-$0.44 ED 013 565]

Books, articles, and audiovisual programs useful to Latin teachers wishing to revitalize the study of Latin are listed in this critical, annotated bibliography. The bulk of the material dates from the 1950's to 1965 and is considered available. Sections of the bibliography deal specifically with Latin radio and television programs, material on the programed teaching of Latin and catalogues of Latin audiovisual aids.

54
Kunkle, John F. "Two Years with the Saint-Cloud Materials." Modern Language Journal 50(Mar 1966). [MF-$0.25 HC-$0.20 ED 019 028]

The experience of FLES teachers with "Bonjour Line" (fourth and fifth grade) and "Voix et Images de France" (sixth grade) in the elementary school French curriculum over a 2-year period in Shaker Heights, Ohio, has resulted in a number of conclusions and recommendations. Differences between the ways in which American and French elementary school students are taught necessitate adjustments in the pace and variety of presentation techniques for American students. Since the material cannot be taught as rapidly as the Saint-Cloud people suggest, care must be taken that students not be bored by stories below their level. Minimum teacher training to use the method is one week, and children also must be oriented to the purpose of the method. After the first year, a curriculum guide was prepared which included suggestions from Saint-Cloud, from the original teacher training program, and from staff experience.

55
Learning Aural-Oral Spanish Skills by Television. University: Univ. of Alabama and the Alabama Special Educational TV Project, 1960.

An educational TV Spanish program was produced by University of Alabama Broadcasting Services and taught by a university professor. The high schools used ETV programs in Spanish classes with a face-to-face session supplementing the TV lesson taught by a qualified or non-qualified teacher. Control sections were taught entirely by face-to-face methods. In all, 12 classes were used. Conclusions drawn were that students taught the aural- oral Spanish skills by ETV and non-qualified teachers are as proficient in those skills as students taught by qualified teachers in a face-to-face situation. Students taught by ETV and qualified teachers do learn the measured aural-oral skills significantly better than either non-ETV students taught by qualified teachers or ETV students taught by non-qualified teachers.

56
Lemieux, Claude P. "Audio-Visual Aids in the Teaching of Russian." Modern Language Journal 33(Dec 1949), 594-602.

Among the items discussed in this article are the Russian language films available and suggestions for their use as reported by the Chairman of the Audio-Visual Aids Committee of the American Association of Teachers of Slavic and East European languages.

57
Lindstrom, Thais S. "Elementary Russian on Television." Modern Language Journal 43(Dec 1959), 389-390.

This telecourse in Russian emanating from Western Reserve University and broadcast over the open circuit TV station WEWS, was successful. Several thousand TV viewer guides were sold and the volume of audience response was high. The audience level ranged from elementary school students to adults. Attempts to televise courses in other subject areas proved less effective.

58
Mackey, William F. Practice Teaching: Models and Modules. Quebec, Canada: Laval Univ., 1967. 13p [MF-$0.25 HC-$0.60 ED 015 698]

The purpose of this document is to discuss the problems involved in the observation, practice, and criticism phases of practice teaching in the language teacher training program, and to give an account of the proper use of videotape in the more efficient and less time-consuming performance of these activities. After pinpointing the problem of observation as one of being able to present the trainee consistently with good language teaching models and that of teaching practice as one of limiting the teaching unit to a period of time rather than to a book lesson, the account justifies, in general terms, the feasibility of using videotape to present the best models of the most efficient teaching modules in the training of language teachers. The main body of this document is devoted to outlining the practical and specific application of this premise to observation identification analysis, practice preparation and performance, and criticism.

59
Mate, Hubert E. "Spanish on Television at the University of Alabama." Hispania 41(Sept 1958), 415-418.

A comparison of the reading, writing, and speaking ability of college and high school students taking an elementary television Spanish course with their counterparts in the traditional classroom indicated no significant difference in the ability level of the two groups.

60
Mauriello, Edna A. An Appraisal of Three Variables in the Teaching of Conversational French by Television to Fourth-Grade Children. Unpublished Ph.D. Dissertation. Massachusetts: Boston Univ., 1961.

An appraisal of television teacher-training programs supports the view that a significant increase in achievement was attained by fourth-grade classes in conversational French when teachers had been trained by weekly television instruction.

61
Mendeloff, Henry. "Aural Placement by Television." Modern Language Journal 47(Mar 1963), 110-113.

Aural placement by television at the University of Maryland for French, German, and Spanish proved to be more effective than the traditional placement methods designated as "one high school year equals one college semester."

62
Miller, James Dale. The Visual Adjunct in Foreign-Language Teaching. Unpublished Ph.D. Dissertation. Salt Lake City: Univ. of Utah, 1964.

The conclusions, summarized in the Chilton-Didier Foreign Language Newsletter 20, (Winter 1964-65), show encouraging results in the use of filmstrip visual methodology in the listening, speaking and reading proficiency of a foreign language. Student attitudes toward language learning in these groups is also more favorable than groups not using the visual materials.

63
Moskowitz, Gertrude, and Edmund J. Amidon. "TV FLES vs. Live FLES: A Study of Student Reactions." Modern Language Journal 46(May 1962), 213-219.

The attitudes of three groups of elementary school pupils toward foreign languages were compared in this project. The first group received French lessons by instructional television and Spanish lessons from a "live" language teacher. Group II was given TV French lessons, and a control group received no foreign language instruction. The two-language group expressed more positive attitudes toward foreign language than the TV group or the no-language group. However, the no-language group (Group III) revealed more positive attitudes toward foreign language than those who re-

ceived foreign language instruction (Group II- French lessons) by TV. The authors feel that the implications concerning TV-language learning warrant serious consideration.

64
Mueller, Theodore. "French by TV—The Teacher and the Machine." French Review 35(Dec 1961), 185-190.

The author outlines the reasons for the content and the development of a three semester experimental course in beginning French. He identifies both the positive and the negative elements of using TV in foreign language teaching. In addition, he discusses student attitudes and student acceptance of TV, the role of TV as an effective step toward self instruction, and the contributions in this area made by the science of communication and by psychology.

65
Mueller, Theodore H., and Ralph R. Leutenegger. "Some Inferences About an Intensified Oral Approach to the Teaching of French Based on a Study of Course Drop-Outs." Modern Language Journal 48(Feb 1964), 91-94.

The correlation between ease of foreign language learning and auditory defects was measured in this experiment involving student drop-outs in an elementary French course, taught by TV. Student opinions were obtained by questionnaires and interviews, and acoustic proficiency data consisting of the Seashore Measure of Musical Talents were used. Learning through the ear exclusively proved too difficulut for those students with little training in oral perception and memory work.

66
"The Nebraska Experimental Program in the Use of Television and Correspondence Study, 1957-58." Lincoln: Univ. of Nebraska, 1960.

The problem of relative effectiveness of television and correspondence study with face-to-face presentation in various subjects including Spanish was aired. Achievement in algebra, literature, and general mathematics was about the same for the face-to-face and television groups. On one of two final physics tests the large high school control group had somewhat higher scores than the other. The large high school control group was significantly more favorable for teaching geometry and English mechanics. Both control groups exceeded the ITV group in Spanish.

67
Newmark, Gerald. A New Design for Teaching Foreign Languages Using Dramatic Motion Pictures and Programmed Learning Materials. Santa Monica, Calif.: System Development Corp., 1962. 40p [MF-$0.25 HC-$1.60 ED 002 338]

A description is given of a plan for integrating combinations of media, materials, and techniques in a total instructional system. Motion pictures and programed learning materials, together with other teaching aids, provide a flexible program which is highly responsive to individual differences in learners and adaptable to different types of learning situations (e.g. classroom, language laboratory, television, home study, teacher conducted, self-instruction). The neglect of the listening comprehension skill in foreign language instruction is discussed. Specific learning materials designed for the systematic development of listening comprehension as a separate skill are described. Field research is planned to study the effects on student motivation, achievement, and retention of combinations of the following variables: (1) type of instruction (fluent teacher, non-fluent, student self-instruction), (2) sequence of instruction (extended period of listening comprehension preceding speaking, and comprehension and speaking together), (3) types of materials (programed materials, programed materials and motion pictures).

68
Nostrand, Howard Lee. "French by TV." Modern Language Journal 43(Dec 1959), 387-388.

An evaluation is given here of two television language courses in the Seattle, Washington area, "College French" and "French for the Family," which were well received by the television audience. Some 10,000 persons were estimated to be consistent viewers although only a half dozen took advantage of the opportunity to register with the University of Washington for course credit. The lessons were adapted from Images de France by George Borglum and his associates at Wayne State University, Detroit, Michigan. Outstanding features of the program and limitations are discussed.

69
Nostrand, Howard Lee, and Donald F. Riecks. An Experiment in Filmed Recitations for Use in Teaching French: Providing an Opportunity for the French Student to Experience Vivid Examples of Good Literature. Seattle: Univ. of Washington, 1964.

The project was done as an attempt to bring live cultural stimulus into the classroom. Filmed recitations of poetry and prose plus a commentary with suggestions for teaching the filmed material were developed.

70
Pervy, Adolphe. L'audio-vision et l'enseignement des langues vivantes. Unpublished Ph.D. Dissertation. Quebec, Canada: Laval Univ., 1949.

French language films and the number of times they are projected are among the topics discussed in this analysis of factors involved in the learning of language. Secondary students from 21 different U.S. high schools served as subjects in the experiment. The problems studied were the experimental measurement of the number of words learned from one single projection of a language film teaching 100 words, and the number of words learned out of the 100, in the various other times the language teaching film was projected. Results showed that the first two projections yield the most learning and after the fifth projection, the learning slows down considerably.

71
Pflieger, Elmer F. "Detroit TV Teaching Project: Report for the Year 1957-1958." Michigan: Detroit Public Schools, 1958.

Conversational Spanish, Grade 3, was one of the subjects featured in this instructional television series comparing the effectiveness of larger-than-normal classes using TV teaching and normal-sized classes using only face-to-face teaching. Classes of both methods had the same outline and were of equal length. Achievement was measured on standardized tests for content and students in both groups were given Listening Tests in Sequential Tests of Educational Progress. Pupils in the TV classes learned as much subject matter as children in the control (face-to-face) classes. Some significant differences favoring the TV classes were noted. Teachers reported that some of the novelty effect of TV was wearing off and some students were losing interest in TV instruction after the first semester. Teachers were also concerned about the lack of teacher-student face-to-face contact during TV instruction. Grade 3 Spanish students learned well from TV, but no comparison has yet been made between TV and face-to-face teaching of Spanish.

72
Randall, Earle S. "Parlons français: A Large-Scale FLES Program by Television." French Review 34(May 1961), 571-573.

Parlons français is a television and film program devised for teaching French in the elementary schools. The study was conducted in order to determine the relative effectiveness of various follow-up techniques used in conjunction with the original TV materials. In spite of variation, the achievement level of the student groups was proved to be generally equal.

73
Randall, Earle S. Research Results in Three Large Televised FLES Programs. Berlin, Germany: Conference on Modern Foreign Language Teaching, 1964. 4p

Research projects conducted by three major televised FLES programs attempted to assess the effect of follow-up activities by the classroom teacher. The programs involved in the projects were Parlons français, the University of Illinois Foreign Language Instruction Project (Spanish), and the Denver-Stanford Project on the Context of Instructional Television (Spanish). The article gives a capsule description of the design of each project and briefly summarizes the finding in each case, which, in general, indicates that the effect of televised FLES instruction depends greatly on the quality of the classroom follow-up activities. This document is listed in the ERIC system as FL 001 006, and will appear in ERIC'S Research in Education (Mar 1969).

74
Raymond, Joseph. "Teaching Foreign Language on Television." Modern Language Journal 38(May 1954), 227-230.

This is a collection of notes describing the way various problems were resolved in conducting the foreign language program "Spanish is Fun" over WFIL-TV, Philadelphia. Discussed are such items as program length and frequency, the use of realia, music, instructor qualifications, and how to treat grammar. Briefly treated also are the other TV-FL programs available, and the problems involved in granting credit for foreign language courses taught by TV.

75
Reid, J. Richard. An Exploratory Survey of Foreign Language Teaching by Television in the United States. New York: MLA, 1961. 18p [MF-$0.25 HC-$0.72 ED 003 726]

An assessment was made of the extent, strength, and weakness of classroom learning of foreign languages through television. Information was gathered by mail, through visiting 16 language programs in 15 areas of the country, and by interviews with television and classroom teachers, school administrators, television program directors, and students. Report contents were divided into three parts: (1) corroboration of general impressions, (2) reflections on instructional methods, and (3) detailed observations related to how much television is being used, the problems encountered, techniques applied to meet problems, and studies of research and development. Conclusions were that television is not the answer to the teacher shortage, but insofar as television teaching of foreign languages is performed by skilled, inspired teachers, backed by sound advice from linguists and producers, and by a sound program in the schools, television can help solve the teacher shortage.

76
Report of the Educational Television Project in Kansas City, Missouri, Public Schools; 1958-59, 1959-60, 1960-61. Missouri: Kansas City Public Schools, 1961.

Television teaching, face-to-face teaching, and attitudes toward television as a means of instruction were the varying factors measured in a television experiment conducted in history, Spanish, science, and citizenship. Approximately 12,000 students took part in the project. No significant differences were reported between TV and face-to-face instruction for the classes in history. TV was discovered superior to face-to-face instruction for Spanish and science. Citizenship classes had trouble accepting the televised instruction and responded less favorably. Authors conclude that TV instruction tended to be as effective as face-to-face instruction regarding learning as measured on tests. The study contains a descriptive report of the administration of the 3-year project.

77
Rosselot, LaVelle. Evaluation of the Otterbein College Film-Text Method of Teaching French, at Five Ohio Institutions. Waterville, Ohio: Otterbein Coll., 1961.

The experiment tried to determine whether or not some 150 college and high school students in Ohio could learn French more effectively by using a combination of textbooks and films or by textbooks alone. Students took the OSPE, two ETS French tests, and an oral (taped) test. For the college students, the taped-tests indicated no significant differences between experimental (film and texts) and control (texts) groups on OSPE scores, but students in the control group had significantly higher (.05 level) scores on the two ETS French tests. Experimental students had significantly higher scores on the oral (taped) test. These results were duplicated the second year of the experiment, except that there were no significant differences between groups on the ETS Cooperative French Listening Test (except students in the experimental group tended to have higher scores). Thus on the two listening instruments, students in the film and texts group achieved higher scores; on the reading instruments, the text groups achieved higher scores. Similar trends (though often non-significant) were observed for the high school students the first year, but in the second year, high school students in the experimental group achieved significantly higher scores (.05 level) on nearly every instrument.

78
Rottman, Leon Harry. "The Effectiveness of High School Television-Correspondence Instruction." Dissertation Abstracts 21(1960).

Achievement, attitude, and ability level were factors considered in an experiment in which high school students were taught algebra, geometry, chemistry, English, physics, general methematics, art and Spanish. Students in all courses took standardized achievement tests and an attitude questionnaire on subject, presentation method, and teacher. Analysis of covariance indicated no significant differences between presentation methods on students in general mathematics, physics, and art. Spanish and chemistry students in the large school control group had significantly higher scores at mid-year and on the post-test. English students in the experimental group had significantly higher scores than students in the large and small school control groups on the post-test, but at the below-average ability level the small control group had higher scores. In the subject matter evaluation, the control group students had a significantly higher rating than experimental students in all courses except English. In the presentation method evaluation, the control group students had a significantly higher rating in all courses.

79
Rovner, Philip. "An Appraisal of Teaching Beginning German by Closed-Circuit Television." German Quarterly 34(Mar 1961), 154-163.

The author takes issue with what he considers the weak points of Albert Buffington's arguments favoring televised German instruction in "Teaching Beginning German by Closed-Circuit Television," German Quarterly 33(Mar 1960), 147-152. Mr. Rovner contends that Professor Buffington's experiment did not take into account all the variables that might have caused the higher achievement of the TV classes. He suggests means of achieving more valid results in future television experimentation. Mr. Buffington's reply to this statement is included in the same issue of the journal.

80
Schramm, Wilbur. Educational Television, The Next 10 Years. California: Stanford Univ. Inst. for Communic. Res. 1961. 389p [MF-$1.50 HC-$15.56 ED 003 729]

This document is a compilation of studies on the problems and potentials of educational television during the time period 1961-71. Six topic areas were covered: (1) recommendations, (2) the future of educational television, (3) the community job of educational television, (4) the problem of improving programs, (5) the problems of financing, (6) the problem of resources, and (7) the problem of facilities. The report is recommended as a general reference for foreign language teachers on research and development in instructional television. Of particular interest to language teachers are the experiments reported from Dade County, Florida, on fifth- and sixth-grade Spanish and Latin-American culture.

81
Schramm, Wilbur,et al. The Context of Instructional Television. Summary Report of Research Findings, The Denver-Stanford Project. California: Stanford Univ. and Colorado: Denver Public Schools, 1964. 233p [MF-$1.00 HC-$3.92 ED 003 663]

Effective means of teaching Spanish in elementary schools of Denver, Colorado, were studied. Efforts were directed toward determining the kind of learning and learning context that would make for maximum learning from instructional television. Project duration was from 1960 to the beginning of 1964. The purpose of the project was to systematically vary the elements in the learning situation, test different treatments and combinations, and identify the most effective combinations for different situations. Teachers were assigned at random to different experimental conditions so that an entire class would have the same treatment. Contexts for instructional television were discussed and were presented for both the fifth and sixth grade.

82
Shaw, LeRoy R. "German on Television." German Quarterly 34(Mar 1961), 146-153.

The ways in which the University of Texas handled large classes in its German department by offering television instruction with trained specialists and graduate students as aides are discussed in this article. Content of the programs and the problems encountered in the taping and adaptations of the materials are outlined and student teacher attitudes presented.

83
Silagyi, Dezo Vincent. "A Critical Analysis of Attitudes of Selected Elementary Students Toward Television Teaching in the Detroit Television Teaching Project." Dissertation Abstracts 22(1961), 128.

More than 2,840 pupils in eight Detroit schools were taught experimental third-grade French, fourth-grade Spanish, fifth-grade Spanish, science and health in an attempt to determine their attitudes toward instructional television. All pupils took an attitude questionnaire. Chi-square analysis was used for tests of significance. Pupils indicated that it was easy to learn by television, that they liked to discuss television lessons with their teachers, that they did not become restless during a televised lesson, and that they had to listen more carefully to a television teacher than one in the classroom. French, fourth-grade Spanish and science were ranked in the upper half of the continuum; fifth-grade Spanish and health were ranked in the lower half. Pupils were not bothered by the five TV sets in the auditorium; about half preferred to watch in their home room, however. Pupils were pleased that the viewing teacher knew their names and was familiar with the work they were doing in television classes, that they could get help if they couldn't understand the TV lesson, and that the ITV teacher talked directly to them. They reported that their neighbors did not bother them any more in their TV classes than in their face-to-face classes. Pupils felt they were learning as much on TV as they would in a face-to-face situation. They felt TV helped to make the lessons more understandable and that television helped them see more clearly.

84
Spanish Through Television. Boston, Mass.: Lowell Institute Cooperative Broadcasting Council. 3p [MF-$0.25 HC-$0.20 ED 002 522]

A television course in elementary Spanish is described. Given mainly in Spanish, it builds from zero knowledge and teaches a small-utility vocabulary. Vocabulary and structure is gently graded in sentences made understandable by means of picture-situations. The television series consists of 24 programs of 30 minutes each, to be shown once a week with as many repeats as desired. The program design consists of the film lesson of the week, live application of vocabulary and structure, and one or more earlier film lessons as review with sometimes a preview of the next lesson to come. The lesson procedure is analyzed, and information is given on the kinds of study aids associated with the course, such as the textbooks, workbooks, recordings, and filmstrips.

85
Stake, Robert E. The Effect of Television Instruction on Individual Learning Curves. Lincoln: Univ. of Nebraska, 1959. 42p [MF-$0.25 HC-$1.68 ED 002 971]

This research was designed to test the hypothesis that there is no difference between formal learning curves of students taught Spanish in a television-correspondence course and those taught Spanish in the conventional manner. An experimental group of over 20 students in 5 small high schools was given instruction in Spanish for 1 year, entirely by open circuit television. Three control groups (taught Spanish in the conventional manner) were formed as follows: (1) over 30 students from 3 small high schools, (2)

about 1000 students from a large high school in a partially Spanish-speaking community, and (2) approximately 15 students in a college class. All groups received the same instructional program, a 1-year elementary Spanish course. The vocabulary ability of each group was assessed every 2 weeks with a 15-minute quiz. Learning curves were generated analytically, using a modified rational hyperbola model, based on the quiz results. Significant group differences were noted with regard to level of achievement. At the beginning of the project, the large control group was more proficient than either the small school control or experimental groups (which were about the same). By the end of the first semester of work, the small high school control group had passed the large school control group, but the experimental subjects were significantly behind both. These first semester differences were magnified even more at the end of the school year. The significantly poorer achievement by the experimental group was briefly assessed to determine probable causes. It was apparent that more study was needed in order to establish a proper role for educational television.

86
Tarrant, Warren J. Follow-up of Elementary French Program on TV, an Experimental Program. New York: Schenectady City School District, 1962. 13p
[MF-$0.25 HC-$0.68 ED 013 547]

Eleven third-grade classes in Schenectady, N.Y., watched a 15-minute television program in elementary French twice a week during the school year. To analyze the effectiveness of different teachers providing the follow-up instruction of the TV programs, four groups of students were assigned to teachers ranging from native French with considerable teaching experience to an American in-service trainee with very limited command of the language. Although IQ records were compared with results of the language test administered at the end of the year, frequency and regularity of the follow-up instruction appeared among factors of prime importance to achievement. Girls seemed more receptive than boys though different material might have stimulated greater motivation. A test sampling the following September indicated an encouraging amount of retention. Analytical tables appear throughout and in the three appendices.

87
The Teaching of Foreign Languages by Television. A Conference Report. Foreign Language Bulletin No. 23. New York: MLA, 1956.

This report represents a consensus of opinion by fifteen foreign language teachers who have pioneered in instructional television. Their statements resulted from a two-day Conference of the Modern Language Association of America at which time they outlined the aims, techniques and contents of workable TV programs. The suggestions given by the specialists concern budget, TV "show-manship," the FL-TV teacher qualifications, length of the series, time of day and length of TV programs, academic credit to be considered, and such program details as guests, the use of blackboards, cards, props, realia, singing, dancing, dramatics, and how to publicize the series. The report appeared as an article in Modern Language Journal 39(Nov 1956), 372-377.

88
Television in Foreign Language Education. National Center for School and College Television News Supplement. Number Seven. Bloomington, Ind.: National Center for School and Coll. Television. 10p [MF-$0.25 HC-$0.48 ED 014 893]

This report concerns the national center for school and college television's conference on television in foreign language education. The conference was conducted to assess television materials now offered in foreign languages, in an effort to stimulate the development of increasingly effective television materials for the nation' schools. The report has 3 sections, (1) a status report of foreign language telecourses offered in the U.S. during 1966-67, (2) a summary of the discussion among the language and television authorities who participated in the conference, and (3) a complete listing of all telecourses by language citing production location, producer, and number and length of lessons.

89
Walsh, Donald D. Principles and Methods of Teaching a Second Language—A Five-Year Report on the MLA-CAL-TFC Film Series on Teacher Education. Contact 11(July 1968). [MF-$0.25 HC-$0.56 ED 017 208]

Written five years after the Modern Language Association, Center for Applied Linguistics and Teaching Films Custodians had produced jointly their film series on second language teaching principles and methods, this report details significant background information, outlines briefly the features of the films, and summarizes their use. After describing quite extensively the contributions of the linguists and the development of the audiolingual orientation in second language learning, the account discusses attempts made, through the film medium, to bring together the work of linguists and language teachers. Notes on preparatory details, advisory committee members, and organizations involved in the production of the films precede a description of the series in general and of each of the films. The concluding portion reports on the worldwide distribution and use of the series and gives purchase and rental information.

90
Wilkins, George W., Jr. "Spanish by TV." Modern Language Journal 43(Dec 1959), 393-395.

Medium, method, and materials are discussed with respect to an ETV Spanish program televised in New Orleans. A brief outline of techniques of presentation and production are included.

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